

Arizona's Instrument to Measure Standards (AIMS)

2004 - 2005 Student Guide Grade 4



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Assessment Section
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Questions About AIMS

What is AIMS?

Arizona's Instrument to Measure the Standards (AIMS) measures what you know and are able to do in the Reading, Writing, and Mathematics Standards.

Who has to take AIMS?

All students in grades 3 – 8 and high school are required to participate in AIMS testing.

When will I take AIMS?

You will take AIMS in the spring of your fourth grade year.

What if I don't do well on AIMS?

Your teachers and parents will have information about what you know and can do. They can give you the help you may need to do better.

How can I use this guide to prepare for AIMS?

Read what it tells you about the test. Practice the test questions. Ask your teacher about anything you do not understand.

Arizona State Guidelines for AIMS can be found on the ADE website:

<http://www.ade.az.gov/standards/>

Tips for Success



- Attend school everyday! You miss out if you are not there.



- Ask your teacher for help if you do not understand your schoolwork. There is no such thing as a silly question!



- Pay attention in class and always try your best.



- Do your homework – everyone needs **PRACTICE** in order to get better.

Types of Items

MULTIPLE-CHOICE

In these types of questions, you will be given four answer choices. You will need to choose the BEST answer of the four and mark the answer by filling in the matching bubble. These questions are on the Reading and Mathematics tests. They are worth one point each.

EXTENDED WRITING RESPONSE

In this type of question, you will be asked to write a long (one to two pages) response to a writing task. For example, you may be asked to write a story or about something you know. Your final copy will be scored using a Six Trait Scoring Guide, called a rubric. It will look for certain traits or qualities in your writing. These are ideas, organization, voice, word choice, sentence fluency, and conventions. This type of question is on the Writing test only.

When you are asked to write...

- Be sure you understand the question.
- Answer the question as completely as you can.
- Explain your ideas clearly.
- Use your best handwriting.
- Read what you have written to be sure it says what you want it to say and make any needed changes.

READING

Just think how hard life would be if a person could not read! Street signs, maps, warning labels, food packages, newspapers, notes and letters, magazines, and books would all be impossible to understand. That's why it is so important to become a good reader. How do you do that? By practicing the reading skills you are learning in school (they are listed on the next page in the Reading Standards), by reading often, and by thinking about and talking about what you have read. If you think you are not a good reader yet, don't be discouraged! Keep working at it. Reading is a skill you will use all of your life. It opens the door to a world of new and exciting ideas. It helps us to learn. But most of all, reading is fun!

ABOUT THE TEST

On AIMS, you will be given several passages to read, both fiction and nonfiction. You may also be given informational text to read; for example, labels and pages from manuals. The questions will test your ability to understand, interpret, and analyze what you have read. There are approximately 60 multiple-choice Reading items and approximately 20 Language Arts items on the Reading test, which should be completed in 1-2 hours. One sample passage is provided in this guide followed by a set of questions. Reading this passage and answering the questions may help you prepare for the test. An answer key for the Reading questions is provided in the appendices.

HINTS FOR TAKING AIMS – READING

- You will be asked to read different types of fiction and nonfiction, so adjust your reading to your purpose. Read each passage and the accompanying questions carefully.
- In the multiple-choice questions, choose the **best** response to the question.
- Think about each question before you respond.
- Manage your time so that you won't feel rushed answering questions that require more thought. Again, this is not a timed test, but you do want to use your time well.
- Be sure to answer all items. Do not leave any blanks.

Special Sounds

It was late Saturday afternoon on an autumn day, and Willy was leaning against his favorite cottonwood tree at the park, working on his leather key chains. Willy heard a drum sound. He looked up and saw Dina across the park, sitting on a bench with her bongo drums. Dina was the new girl in Willy's class. Her family had moved to town from California.

"Hi Dina!" Willy waved across the park. Dina gave a friendly nod and kept on drumming. Willy could tell that she really liked playing her bongo drums.

It was sunset when Willy finished the last three key chains. He put them into his cloth pouch, and strolled over to Dina.

"Look, Dina," Willy showed her the key chains made from strings of brown leather.

Dina looked at the key chains. "Very nice," she said quietly, and went back to drumming. Willy said goodbye and went home.

The next Saturday, Willy brought his grandpa to the park. Willy carried his key chains and Grandpa had his flute. Willy and his grandpa overheard the rhythmic sounds of drums, and there was Dina again, sitting on the same bench with her bongo drums. After finishing one keychain, Willy walked over to Dina.

"Here, Dina, this is a gift from me," Willy said as he handed her the key chain. Dina stopped drumming and didn't know what to say. She smiled and looked up in amazement. It was such an unexpected act of friendship. Dina didn't have any friends at her new school, so she was alone much of the time.

"Thank you, Willy," Dina spoke slowly and took the keychain from his hand.

"Do you always play those bongos alone?" Willy asked. Dina went back to drumming and nodded her head yes.

"Come and meet my grandpa!" Willy shouted over the bongo sounds. Dina stopped drumming and became silent. She took a thoughtful pause, and then stood up to go with Willy. They walked across the park where his grandfather sat, playing his flute.

"Grandpa, meet my friend," Willy said, and Grandpa stopped playing.

"Show him how you play your drums, Dina," Willy said. Dina sat across from Willy's grandfather and began to play her bongo drums softly. Grandpa started to play his flute again. Willy thought that Dina's drum beats with Grandpa's melody made special sounds. He smiled.

1. Why did Willy bring Grandpa to the park?

- A Dina wanted to meet Willy.
- B Willy wanted Dina to play music with Grandpa.
- C Grandpa did not want to be alone.
- D Willy liked to hear bongo drum music.

2. What is the **MAIN** problem in “Special Sounds”?

- A Willy likes to make key chains.
- B Dina does not have any friends.
- C Grandpa likes to play the flute.
- D Willy does not play an instrument.

3. Why did Willy want Dina to meet Grandpa?

- A He thought that they could make key chains together.
- B He thought that she was interested in cottonwood trees.
- C He thought she would enjoy playing music with a friend.
- D He thought that she wanted to learn how to play the flute.

4. What will **MOST LIKELY** happen after the end of “Special Sounds”?

- A Willy will not have friends at school.
- B Dina will learn how to make key chains.
- C Grandpa will give concerts in the park.
- D Willy and Dina will become good friends.

5. In “Special Sounds,” what does the word unexpected mean?

- A nervous
- B sudden
- C not excited
- D not happy

6. Why was Dina amazed by Willy’s gift?

- A She didn’t have any friends.
- B She never met Willy.
- C She wanted to be alone.
- D She didn’t like key chains.

7. Read the sentence.

She took a thoughtful pause, and then stood up to go with Willy.

Adding -ful to the word thought makes a new word that means —

- A much thought
- B without thought
- C thought again
- D thought before

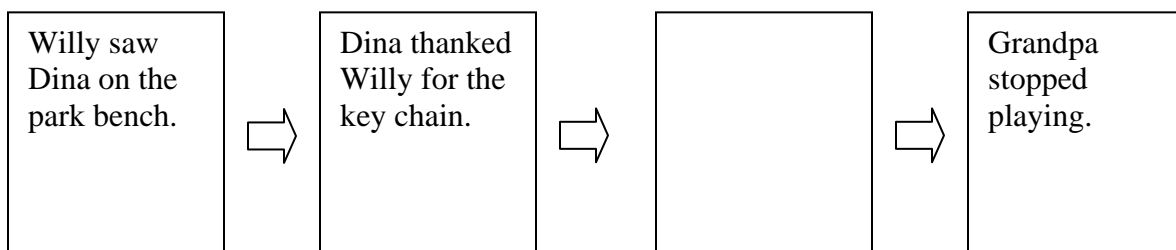
8. How was the second day in “Special Sounds” different from the first day?

- A Willy had key chains with him.
- B Dina played the bongo drums.
- C Dina and Willy were at the park.
- D Grandpa played the flute.

9. In “Special Sounds,” what does the word amazement mean?

- A sound
- B friendship
- C surprise
- D anger

10. Look at the graphic organizer from “Special Sounds.”



Which statement belongs in box 3?

- A Willy finished the key chains.
- B Dina played her drums with Grandpa.
- C Dina and Willy walked across the park.
- D Dina looked at the key chains.

11. What is the setting of “Special Sounds”?

- A the school
- B the park
- C Willy’s house
- D Grandpa’s house

12. “Special Sounds” is an example of —

- A a short story
- B a biography
- C an autobiography
- D a poem

13. When does “Special Sounds” begin?

- A Sunday evening in autumn
- B Saturday afternoon in autumn
- C Saturday morning in spring
- D Thursday afternoon in summer

14. Who is the narrator of “Special Sounds”?

- A the family
- B Willy
- C the writer
- D Dina

15. Which of these words BEST describes Dina?

- A mean
- B talkative
- C shy
- D jealous

16. Who is the major character in “Special Sounds?”

- A Dina’s family
- B Dina
- C Willy’s grandpa
- D Willy

17. Which character in “Special Sounds” is NOT a major character?

- A Dina
- B Willy’s grandpa
- C Willy
- D Dina’s father

18. What is the moral of “Special Sounds”?

- A If you want to have friends, be friendly.
- B If you want to hear music, go to the park.
- C Take your grandpa to the park.
- D Learn to play the bongos.

19. Who was Willy depending on to help Dina out of her shyness?

- A Dina’s family
- B Grandpa
- C friends
- D classmates

Writing

Writing is a skill that is not only important but is also fun. It is a way to share our ideas with others. We will use this skill all of our lives. It takes practice and hard work to become a good writer. We need to look at our own writing as a reader does and be sure that our writing says what we want it to say. On the next page is a list of writing skills that you should know and be able to do by the end of your fourth grade year. Talk with your teacher and your parents to be sure you understand what they mean. And practice your writing – notes, lists, directions, invitations, letters, reports, and stories. That’s the best way to become a better writer!

ABOUT THE TEST

You will be expected to write one extended writing piece on a specific topic. This writing test will be completed in one session, so all steps in the writing process, including revising and editing, and a final copy, will be done in that one session. The test should take approximately 2-3 hours to complete. There is an example of a writing prompt and scored student responses to this prompt that follow.

Sample Prompt

People are always looking for ways to improve schools, and some of the best ideas come from students. Think of ONE change you could propose to make your school better. Write an essay to CONVINCE other students and teachers in your school to agree with you.

Hints for taking AIMS – Writing

- When asked to write, be sure to think, write, and then read your work!
- For the extended writing prompt, be sure to use the steps in the writing process: take the time to plan, draft, revise, and edit.
- Use the writer’s checklist - it will help you make improvements in your draft.
- Recopy your rough draft carefully into a final copy (only your final copy will be scored, not your rough draft).
- Read your final copy to be sure it says what you mean.
- Use your best handwriting.
- Take your time.

HOW TO USE THE WRITING SAMPLES IN THIS SECTION

At the bottom of this page is an example of an extended (longer) writing task you will be given on the AIMS - Writing. On the next few pages are sample papers that fourth grade students wrote in response to this writing task, with the scores they were given. Follow the steps below to help you use these samples.

1. Be sure you understand the task: what is the question asking you to write?
2. Read the papers these third graders wrote.
3. Think about the writing. Are the writer's ideas clear? Is the paper organized with a beginning, middle, and end? Can you hear the writer's voice? Did the writer choose words carefully? Do the sentences make sense? Did the writer edit the paper carefully for mistakes?
4. Talk about these papers with your teacher and other students. What did you see in these papers that helped you understand the writer's message? Where does the paper need work?
5. Read the scores with your teacher or a parent to see if you understand and agree with the comments made about each score.
6. Write your own paper for practice.
7. Ask your teacher to score your paper (or score it yourself!) and pay attention to what you did well and what you can do to make your paper better.

Sample Prompt

Sample writing task:

Most people have at least one thing that means a lot to them. Think of something you have that you would like to keep forever. Write about it so that your readers can picture it in their minds and understand why it is special.

NOTE: In previous editions of the *Student Guide to AIMS*, sample student papers were electronically scanned into the *Guide*. However, the resulting document was difficult to read and slow to download. These scans were also of uneven quality and some portions of the student essays were not legible. For these reasons, the sample student papers were typed in a font to suggest a student's written response in this edition of the *Guide*.

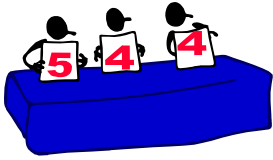
STUDENT WRITING SAMPLE 1

Title: My Porcelain Doll

Write the final copy of your paper here.

My Porcelain doll

When it was my birthday and I was turning eight. got a
porcelain doll from my Grandma. I hope I get to keep it for my
whole life. That is how Special it is to me. It is a ballet dancer.
Her hair is braided. She has roses in her head band. Her
skirt is pink. She has a rose on her white blouses. Her ballet
shoes are pink. She has blue eyes. Her hair is blondish brown.
Her lips are rosy pink. Her Skin is whiteish peachish. She has
beautiful pink bow on the edge of her sleeves. She makes
beautiful music when you wind her up. She is the most
beautiful thing I've ever had.



SCORE SHEET FOR WRITING SAMPLE 1

Title: "My Porcelain Doll"

This sample is an **ACCEPTABLE** response.

Ideas and Content						
6	5	4	3	2	1	

Organization						
6	5	4	3	2	1	

Voice						
6	5	4	3	2	1	

Word Choice						
6	5	4	3	2	1	

Sentence Fluency						
6	5	4	3	2	1	

Conventions						
6	5	4	3	2	1	

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a **4** in ideas. The writing is clear and sticks to the topic. The writer has chosen details that help explain the main idea. The writer explains what the doll looks like, but does not tell much about why it is special.

Organization: This paper scores a **4** in organization. The writing has a clear beginning, middle and end. Details fit where placed and help the reader understand the message.

Voice: This paper scores a **4** in voice. The writer speaks to the reader and the paper shows honesty and sincerity. I hope I get to keep it for my hole life. She is the most beautiful thing I've ever had.

Word Choice: This paper scores a **4** in word choice. The word choices work to make the message clear, but there is not much variety; the writer uses mostly color words. *Her skirt is pink...her white blows...her shoes are pink...her hair is blondish brown...her lips are rosie pink...she has blue eyes.*

Sentence Fluency: This paper scores a **4** in fluency. Sentences make sense and flow from one to the other. Although the writer does repeat the same sentence patterns, (*her hair...her lips...her shoes...her skirt...*) there is control of simple sentences and some control of more complex sentences.

Conventions: This paper scores a **3** in conventions. There are a variety of errors in spelling, capitalization, and end punctuation.

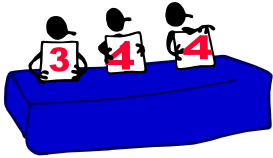
STUDENT WRITING SAMPLE 2

Title: "My Kitten"

Write the final copy of your paper here.

My Kitten

*I own a kitten . She is black andwhite. She
some times curls up in my lap and falls a
sleep, some times when shes a sleep and I'm
petting her she has a bad dream. She
statssquirming,and squirming. She wakes up and
runs under my bed. She some times acts weird but
she is usully very camb. When I pet her she
purrs very very loud . She is usully nice but
some times she bites, and starts kicking me. She
can get very skaird I usully sit by her in front of
the heter. She atacs my dog, its very funny! I
like her very much!*



SCORE SHEET FOR WRITING SAMPLE 2

Title: "My Kitten"

This is an acceptable response.

Ideas and Content					
6	5	4	3	2	1

Organization					
6	5	4	3	2	1

Voice					
6	5	4	3	2	1

Word Choice					
6	5	4	3	2	1

Sentence Fluency					
6	5	4	3	2	1

Conventions					
6	5	4	3	2	1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 4 in ideas. The writing is clear and sticks to the topic. The writer has chosen details that help explain the main idea.

Organization: This paper scores a 3 in organization. The writer has tried to organize the writing, but the beginning and end are short. The writer moves from one idea (sentence) to the next without a clear plan.

Voice: This paper scores a 4 in voice. The writer speaks to the reader and the paper shows honesty and sincerity. *She atacs my dog, its very funny! I like her very much.*

Word Choice: This paper scores a 4 in word choice. The word choices work to make the message clear, but may not paint a strong picture in the reader's mind. *She sometimes acts wierd, but she is usually very camb. She is usually nice.*

Sentence Fluency: This paper scores a 4 in fluency. Sentences make sense and flow from one to the other. The writer uses both simple and complex sentences with stronger control of simple sentences.

Conventions: This paper scores a 4 in conventions. Most of the errors are spelling mistakes. The writer does have control of end punctuation, capitalization, and usage.

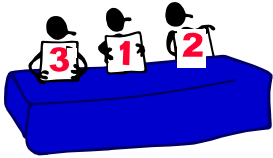
STUDENT WRITING SAMPLE 3

Title: "Grila Alien"

Write the final copy of your paper here.

Grila Alien

I have a toy that is a grila Alien. He is pritty cool Alien but sum times he can be annon. but hes pritty cool. My friend's really like to play with the Alien a lot I gave him a pretty cool name it is grilue Alien He has softue pointy elboes and neas



SCORE SHEET FOR WRITING SAMPLE 3

Title: "Grila Alien"

This is NOT an acceptable response.

Ideas and Content

6 5 4 3 2 1

Organization

6 5 4 3 2 1

Voice

6 5 4 3 2 1

Word Choice

6 5 4 3 2 1

Sentence Fluency

6 5 4 3 2 1

Conventions

6 5 4 3 2 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a **3** in ideas. The reader can understand what the writer is trying to say, but the writing does not have enough details; details are somewhat general.

Organization: This paper scores a **2** in organization. The writing is too short to show any organization. The writer moves from one idea (sentence) to the next without a clear plan. It needs an ending.

Voice: This paper scores a **3** in voice. The writer is not always involved with the topic. Voice appears but then disappears. *He is a pritty cool Alien but sum times he can be anuon but he's pritty cool.*

Word Choice: This paper scores a **2** in word choice. Some words are used over and over for such a short piece. Words are not specific and do not create clear pictures for the reader.

Sentence Fluency: This paper scores a **2** in fluency. Most sentences are understandable but not very smooth. The writer shows limited control of simple sentences. For a short paper, there are quite a few run-on sentences. *He is pritty cool but sum times he can be anuon but hes pritty cool. My friend's really like to play with the Alien alot I gave him a pritty cool name it is grilue Alien He has softue pointy elboes and neas*

Conventions: This paper scores a **2** in conventions. Frequent errors make the paper difficult to read. A variety of errors include spelling, punctuation, capitalization, and usage.

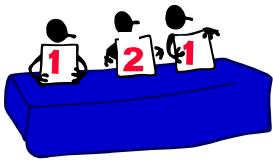
STUDENT WRITING SAMPLE 4

Title: "My Friend"

Write the final copy of your paper here.

My Friend

My Friend is Nicece to me and I am
Nicece to him and his name is
jereme jereme is Nicece to me
and I am Nicece to him and he is
Nicece to me and I lick him.



SCORE SHEET FOR WRITING SAMPLE 4

Title: "My Friend"

This is NOT an acceptable response.

Ideas and Content

6 5 4 3 2 1

Organization

6 5 4 3 2 1

Voice

6 5 4 3 2 1

Word Choice

6 5 4 3 2 1

Sentence Fluency

6 5 4 3 2 1

Conventions

6 5 4 3 2 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a **2** in ideas. The writer repeats the same idea (*I am nicece to him and he is nicece to me*). There is limited support and details.

Organization: This paper scores a **1** in organization. There is no clear beginning or ending. Ideas and details are not tied together.

Voice: This paper scores a **2** in voice. The writer shows little involvement with the topic, purpose or audience.

Word Choice: This paper scores a **2** in word choice. Frequent repetition of a limited number of words although they are used correctly.

Sentence Fluency: This paper scores a **2** in fluency. It is a rambling sentence with no stops. Simple sentences are linked together with "and".

Conventions: This paper scores a **2** in conventions. A variety of errors include spelling, punctuation, and capitalization.

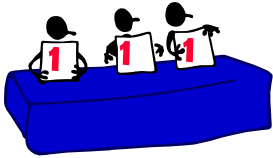
STUDENT WRITING SAMPLE 5

Title: "Toy"

Write the final copy of your paper here.

Toy

Hay I like this toy
and it cain do majick dad hay
it dusint work this toy
Why son becuhs Why
it brock dad I think we sud tak
it go to the shop.
Lets do it dad OK son but
Mother will com Home.
We are Home Haym Look at my
pet. that pet is good
can I tack my pet yes
son but come Home
by dad and momi
is He good boy yes he is good
Lets by are son. Lets go Home wiet
now. that me on TV hay dad
What son do you love my pet
Yes son but your Mother
is have a baby.
is it a boy or gril.
it a boy yes it's a boy.
Why it's a boy dad the doctr said
Lets by some toy



SCORE SHEET FOR WRITING SAMPLE 5

Title: "Toy"

This is NOT an acceptable response.

Ideas and Content

6 5 4 3 2 (1)

Organization

6 5 4 3 2 (1)

Voice

6 5 4 3 (2) 1

Word Choice

6 5 4 3 (2) 1

Sentence Fluency

6 5 4 3 2 (1)

Conventions

6 5 4 3 2 (1)

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a **1** in ideas. The writing is unclear and seems to have no purpose. It is hard to tell what the writer really wanted to say.

Organization: This paper scores a **1** in organization. The writing is hard to follow. The reader has to re-read and may still be confused. There is no clear beginning or ending. Ideas and details are not tied together.

Voice: This paper scores a **2** in voice. There is some sense of the writer behind the words in the dialogue, but it is limited.

Word Choice: This paper scores a **2** in word choice. There are problems with misuse of words as well as repetition.

Sentence Fluency: This paper scores a **1** in fluency. The writing is difficult to follow. Rambling and awkward sentences interfere with meaning.

Conventions: This paper scores a **1** in conventions. Many errors make reading this difficult. The writer shows little understanding of when to use capital letters or punctuation marks; some parts are difficult to understand.

MATHEMATICS

When do you use mathematics? You use it every single day. When you buy something at the store, you ask yourself, “Do I have enough money?” “Did I get the correct change back?” Before you set your alarm clock, you think about how much time you will need to get ready in the morning. When you share things with your friends or your brothers and sisters, you want to be sure to divide equally. People use mathematics every day in their jobs. All jobs from fire fighters to building contractors use mathematics. Even if you’re not sure what you want to do when you grow up, learning mathematics will give you a lot more choices to pick from later. You will discover that mathematics can be a lot of fun!

ABOUT THE TEST

The mathematics test contains approximately 60 multiple-choice questions. Calculators and electronic devices are not allowed; however, the calculations required can be readily handled with pencil and paper. But remember that this test is a power test, NOT a timed test. That means you can take as much time as you need to do your best. Most of the questions will be general understanding of mathematics and problem-solving skills. But it won't hurt to practice your addition, subtraction, multiplication, and division tables!

Hints for taking AIMS – Mathematics

- Remember! This is **NOT** a timed test! **Take as much time as you need** and do your best work.
- **Estimate an answer first** so you can **check** if your answer is **reasonable**.
- Calculators are not allowed in this test, so **be careful** with your calculations and **double-check** your work.
- Multiple-choice questions - look at **ALL** the choices and choose the **BEST** one.

Sample Questions for Mathematics

What To Expect From This Section

This AIMS Student Guide for Mathematics provides examples of the format and types of questions that will appear on AIMS Mathematics. An attempt has been made to provide a sampling of the types of questions that might be asked; however, not every concept in each standard has a corresponding sample question in this Guide. An answer key for all Mathematics sample questions is provided in the appendices.

Strand 1: Number Sense and Operations

General concepts you should know:

- Addition and subtraction of two three-digit whole numbers
- Fractions (halves, thirds, fourths, eighths, and tenths), including adding and subtracting of fractions with common denominators
- Read, write, and order (smallest to largest and largest to smallest) whole numbers up to one thousand
- Place value concepts
- Expanded notation
- Counting money, and adding and subtracting money up to \$20.00
- Evaluate reasonableness of results using a variety of techniques, including estimation

1. What is the solution to the problem shown below?

$$\begin{array}{r} 5182 \\ - 1359 \\ \hline \end{array}$$

- A. 3823
B. 3833
C. 4823
D. 4833

2. Which of the following is true?

- A. $3\frac{1}{7} > 3\frac{2}{7}$
B. $3\frac{1}{3} < 3\frac{2}{6}$
C. $3\frac{5}{8} > 3\frac{6}{8}$
D. $3\frac{2}{5} < 3\frac{3}{5}$

3. What is the solution to the problem shown below?

$$\frac{5}{9} + \frac{3}{9} = \boxed{}$$

- A. $\frac{1}{9}$
B. $\frac{2}{9}$
C. $\frac{8}{9}$
D. $\frac{9}{9}$

4. What is the solution to the problem shown below?

$$8 \overline{)72}$$

- A.** 9
B. 8
C. 7
D. 6

5. Which is closest to 1043×15 ?

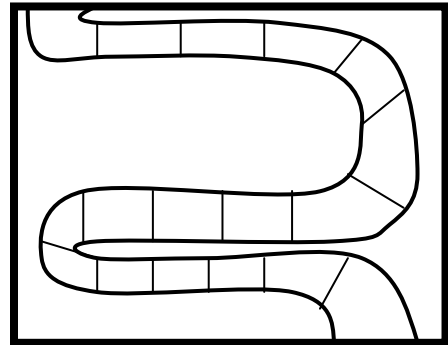
- A.** 16,000
B. 15,500
C. 15,000
D. 14,500

Strand 2: Data Analysis, Probability and Discrete Math

General concepts you should know:

- Collect, record, and organize data from surveys and probability experiments
- Identify largest, smallest, most often recorded (mode), least often and middle (median)
- Make and label graphs and solve problems using graphs, charts and tables
- Name possible outcomes of probability experiments and predict the most likely or least likely outcome
- Make a diagram of possible combinations

6. Alyce made-up the board game shown below. She doesn't want to have any of the same colors next to each other.



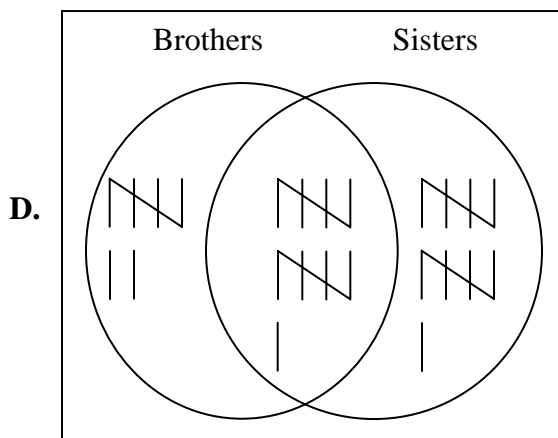
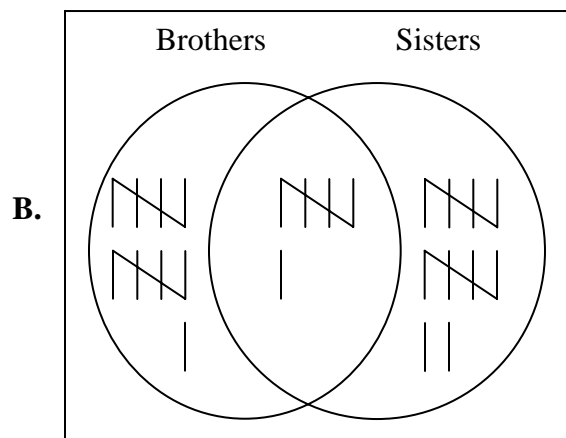
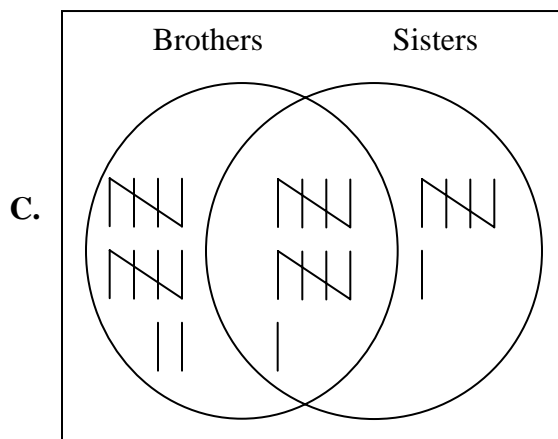
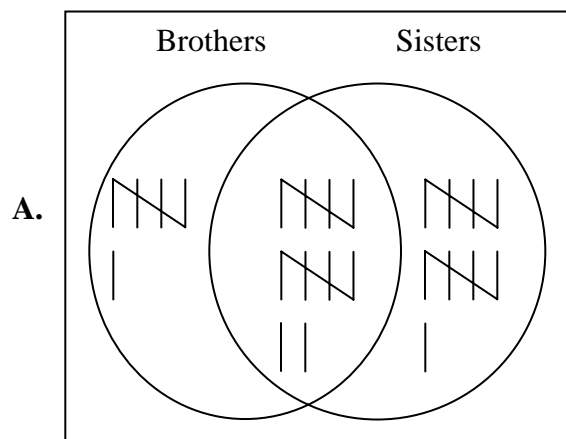
What is the least number of colors she will need to color all areas of the gameboard?

- A.** 5
B. 4
C. 3
D. 2

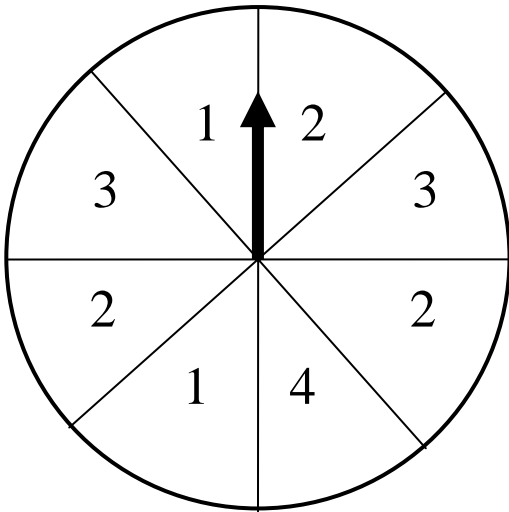
7. Ms. Heizer asked the students in her class who have at least one brother or sister if they had brothers or sisters. The list below shows the results.

- 6 had brothers only
- 11 had sisters only
- 12 had both brothers and sisters

Which Venn diagram best represents this data?



8. Ms. James will spin the spinner below 10 times. She had four students predict which number the spinner would stop on most often. The students' predictions are in the table.



Student	Prediction
Lynn	1
Tawana	3
Hazel	2
Marichu	4

The results of the experiment are shown below.

Results

1	
2	
3	
4	

Which student's prediction was correct?

- A. Lynn
- B. Hazel
- C. Marichu
- D. Tawana

Strand 3: Patterns, Algebra and Functions

General concepts you should know:

- Create, describe, and extend a variety of patterns using shapes, events, designs, and numbers
 - Make predictions based on a given pattern
 - Identify the pattern in skip-counting and name the next number in a pattern
 - Find the missing number in addition and subtraction number sentences
9. Darius made a pattern by drawing 1 star, then 3 triangles, then 2 circles. Which of the following is the same as Darius' pattern?
- A. ☆ △ △ △ ○ ○
- B. ○ ○ △ △ △ ☆
- C. ☆ △ △ ○ ○ △
- D. ☆ △ △ ○ ○ ○
10. Bryce, Scott, and Natalie want to equally share the money they earned for cleaning their neighbor's yard.
- M represents the amount of money Bryce, Scott, and Natalie earned.
- Which of the following represents the amount of money each person got?
- A. $M - 3$
- B. $M + 3$
- C. $M \div 3$
- D. $M \times 3$

11. Gloria collects toy animals. Each year she has collected more toy animals than the year before, as shown in the table below.

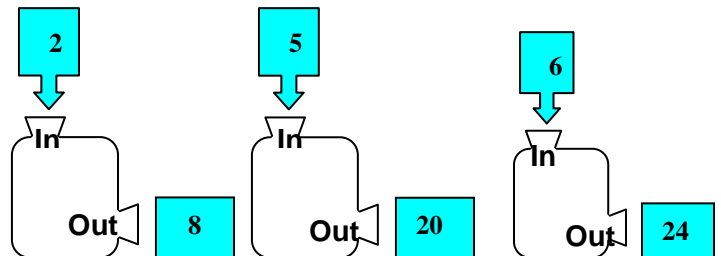
Toy Animals Collected by Year

Year	1	2	3	4	5
Number of Toy Animals	6	10	14	18	?

If the pattern in the table continues, which of the following would be the number of toy animals Gloria would collect in year 5?

- A. 19
- B. 20
- C. 21
- D. 22

12. Caden made a number machine that used a rule to change one number into another number.



Which of the following rules did Caden use?

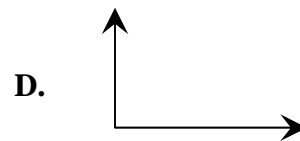
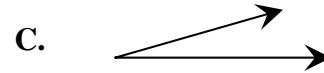
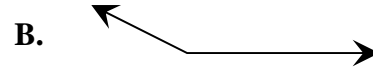
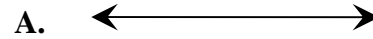
- A. Multiply by 6
- B. Multiply by 4
- C. Add 6
- D. Add 8

Strand 4: Geometry and Measurement

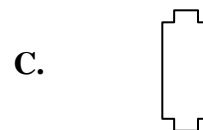
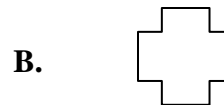
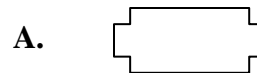
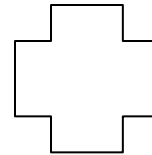
General concepts you should know:

- Identify two- and three-dimensional shapes; draw two-dimensional shapes
- Compare attributes of two-dimensional shapes and compare attributes of three-dimensional shapes
- Predict how shapes can be changed by combining or dividing them
- Determine and identify the characteristics (attributes) of an object that are measurable (e.g., length and weight are measurable; color and texture are not)
- Select appropriate unit of measure for a given characteristic of an object (e.g., inches, feet and yards; centimeters and meters; cups, gallons and liters; ounces, pounds, grams and kilograms)
- Select appropriate tool to measure the given characteristic of an object (e.g., ruler, thermometer, measuring cup, scale)
- Tell time to the nearest minute on digital and traditional (analog) clocks
- Determine the passage of time (days, months and years) using a calendar
- Compare units of measure to determine "more or less" relationships (e.g., 10 inches < 1 foot); also to determine equivalent relationships (e.g., 3 feet = 1 yard)
- Read a thermometer in Celsius and Fahrenheit to the nearest degree
- Estimate measurements and evaluate reasonableness

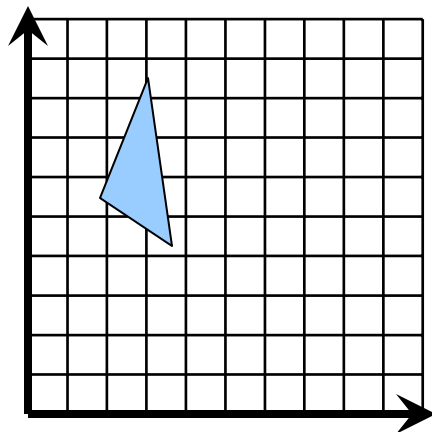
13. Which of the following appears to be an acute angle?



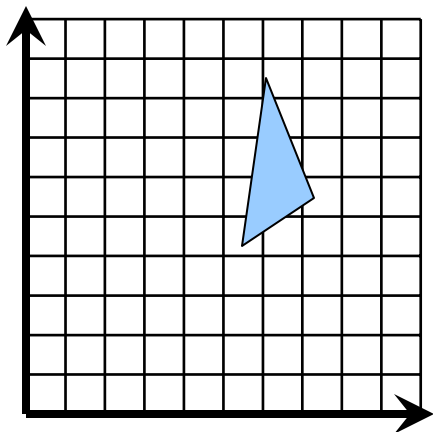
14. Which of the following is similar to the model below?



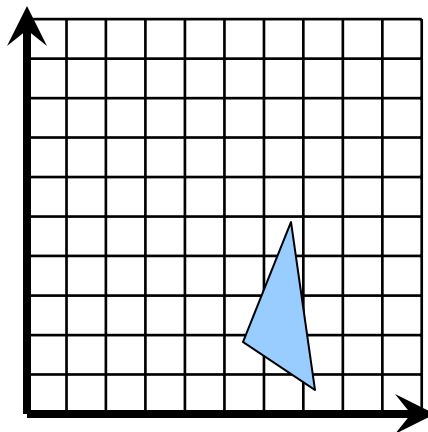
15. Which of the following shows only a rotation (turn) of the shape below?



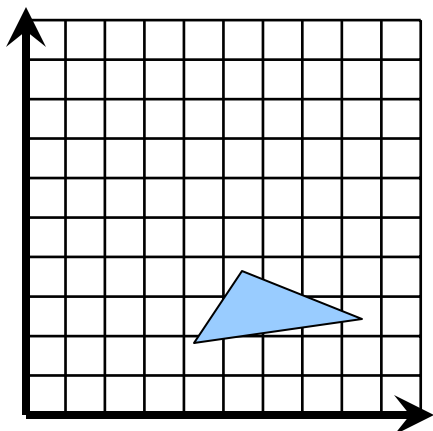
A.



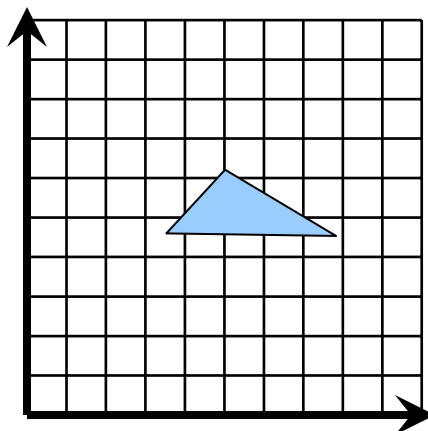
C.



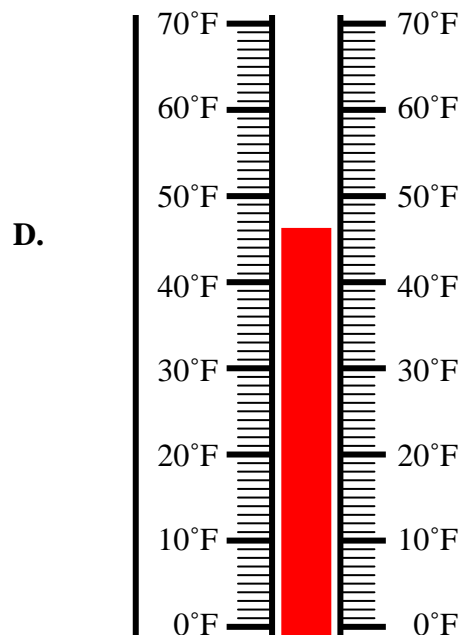
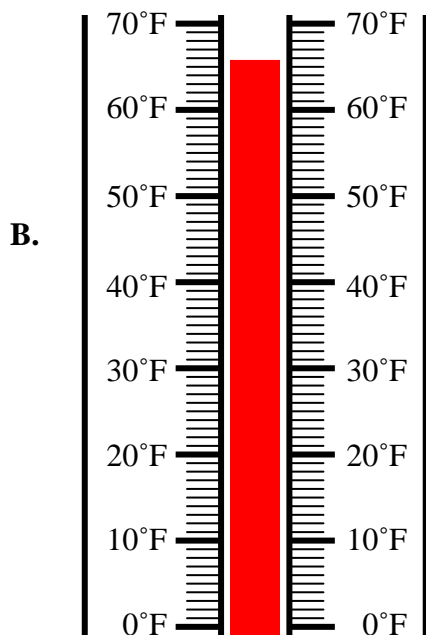
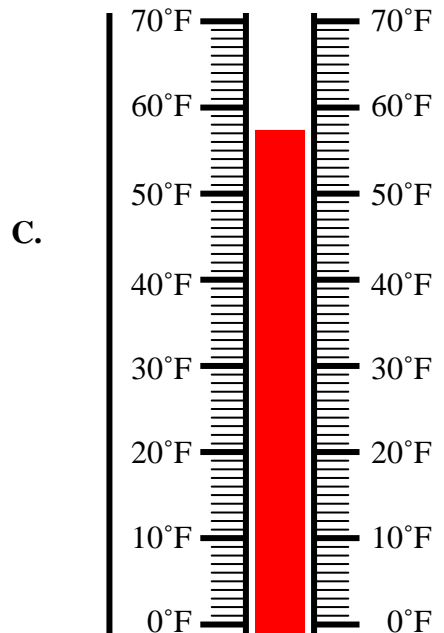
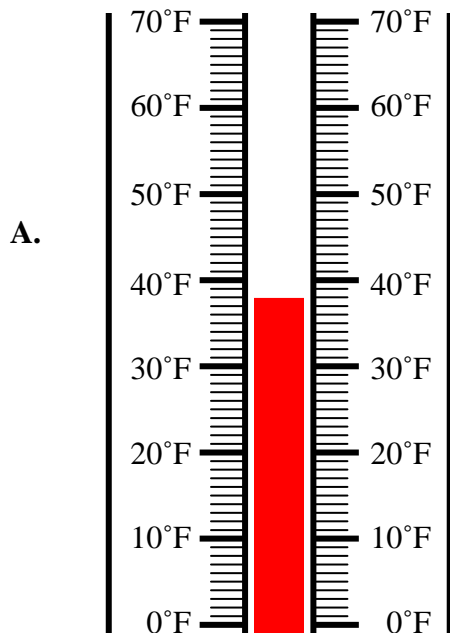
B.



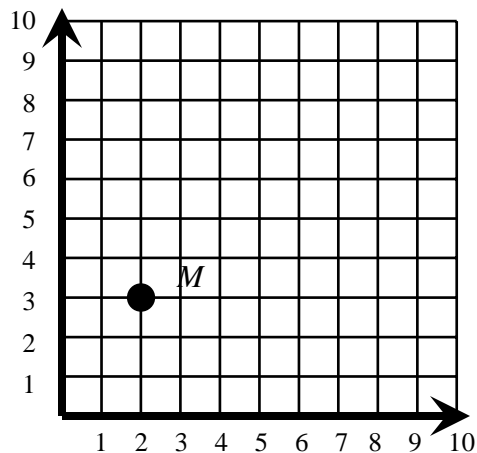
D.



16. Which of the following shows a temperature closest to 47°F ?

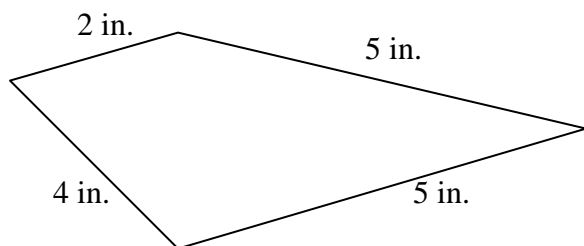


17. What ordered pair names the location of point *M*?



- A. (2, 3)
- B. (3, 2)
- C. (2, 2)
- D. (3, 3)

18. What is the perimeter of the polygon shown below?



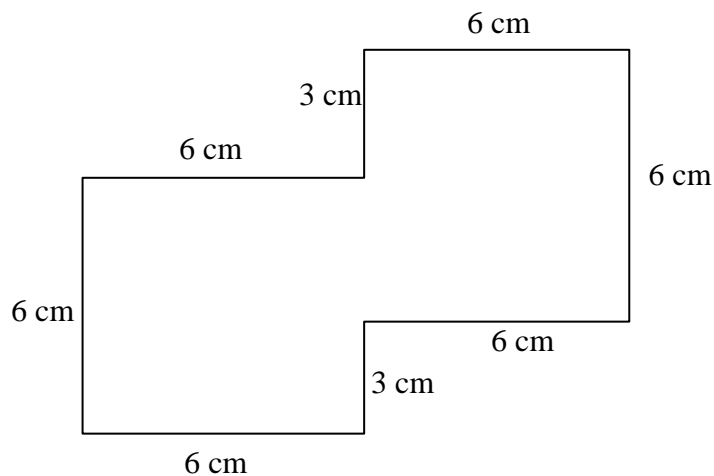
- A. 200 in.
- B. 100 in.
- C. 16 in.
- D. 14 in.

Strand 5: Structure and Logic

General concepts you should know:

- Identify necessary and unnecessary information
- Draw a conclusion from existing information

19. Which of the following could be used to determine the perimeter of the shape below?



- A. $2 \times 3 \times 6 \times 6$
- B. $3 \times 3 + 6 \times 6$
- C. $3 \times 3 \times 6 \times 6 \times 6 \times 6 \times 6 \times 6$
- D. $3 + 3 + 6 + 6 + 6 + 6 + 6 + 6$

Appendix A: Scoring Keys

Reading Key

Question #1: B
Question #2: B
Question #3: C
Question #4: D
Question #5: B
Question #6: A
Question #7: A
Question #8: D
Question #9: C
Question #10: C
Question #11: B
Question #12: A
Question #13: B
Question #14: C
Question #15: C
Question #16: D
Question #17: D
Question #18: A
Question #19: B

Mathematics Key:

Question #1: A
Question #2: D
Question #3: C
Question #4: A
Question #5: B
Question #6: C
Question #7: A
Question #8: B
Question #9: A
Question #10: C
Question #11: D
Question #12: B
Question #13: C
Question #14: B
Question #15: D
Question #16: D
Question #17: A
Question #18: C
Question #19: D

IDEAS and CONTENT

Explaining my topic or message

<p>6 The writing is very clear, focused, and interesting. It holds the readers attention all the way through.</p> <ul style="list-style-type: none"> • The writer has excellent control of the topic and has carefully selected details that clearly explain main ideas. • The main idea(s) and supporting details stand out. • The writer has selected content and details that are well-suited to purpose and audience. • The writer makes connections and shares new understandings. 	<p>5 The writing is clear, focused, and interesting. It holds the reader's attention.</p> <ul style="list-style-type: none"> • The writer is in control of the topic and has carefully chosen details that clearly explain the main ideas. • The reader can easily identify the main ideas and supporting details. • The writer has matched the way he/she presents the topic with the purpose and audience. • The writer makes connections and shares new understandings. 	<p>4 The writing is clear and sticks to the topic. It holds the reader's attention.</p> <ul style="list-style-type: none"> • The writer shows knowledge of the topic and has chosen details that help explain the main idea. • The reader can identify the main ideas and supporting details. • The reader can tell that the writer is aware of purpose and audience. • The writer makes some connections, and new understandings may be present. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">APPENDIX B - Student Scoring Guide for AIMS Writing</p>
<p>3 The reader can understand what the writer is trying to say, but the paper may not hold the reader's attention all the way through.</p> <ul style="list-style-type: none"> • The writer has some control of the topic; some ideas may be clear, while others may not seem to fit or are not clear. • The writing may not have enough details; details are somewhat general or are not related to the ideas. • The reader sees some ways that the writing matches purpose and audience, but it is not always clear. • The writer makes obvious or predictable connections. 	<p>2 The writing is somewhat unclear and has few appropriate details.</p> <ul style="list-style-type: none"> • The writer has little control of the topic; ideas are not clear. • The writing may have limited details, details that are repeated and/or details that are not related to the ideas. • The reader is not sure of the purpose and main idea(s) in the writing but can make some assumptions. 	<p>1 The writing is unclear and seems to have no purpose.</p> <ul style="list-style-type: none"> • The writer's ideas are very limited or may go off in several directions. • It is hard to tell what the writer really wanted to say. 	

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ORGANIZATION

Planning and using clear connections from beginning to end

<p>6 The writing shows careful and effective planning. The order of ideas moves the reader easily through the text.</p> <ul style="list-style-type: none"> • The writing has a strong and inviting beginning and a satisfying ending. • The writing is easy to follow. • Ideas, paragraphs, and sentences are smoothly and effectively tied together. • Details are thoughtfully placed to strengthen the message. 	<p>5 The writing shows careful planning. The order of ideas helps the reader follow and understand the paper from beginning to end.</p> <ul style="list-style-type: none"> • The writing has an inviting beginning and a satisfying ending. • The writing is easy to follow. • Ideas, paragraphs, and sentences are smoothly tied together. • Details fit and build on each other. Placement of details strengthens the message. 	<p>4 Ideas and details are presented in a way that makes sense. The paper is easy to follow.</p> <ul style="list-style-type: none"> • The writing has a clear beginning and ending. • The reader can follow the order of the writing. • Ideas, paragraphs, and sentences are tied together. • Details fit where they are placed. Placement of details helps the reader understand the message.
<p>3 The writer has tried to present ideas and details in a way that makes sense, but the paper may sometimes be hard to follow.</p> <ul style="list-style-type: none"> • The beginning and ending are there, but one or both may be too short or too long. • The reader has difficulty following the order of the writing. • Ideas, paragraphs, and sentences need to be tied together using connecting words, phrases or ordering. • Some details don't fit where they are placed. The reader would better understand the message if placement of details were different. 	<p>2 The writing lacks a clear structure, which makes it difficult to follow. Re-reading may help, but sometimes the piece is too short to show an orderly development.</p> <ul style="list-style-type: none"> • The beginning and ending are either missing or poorly developed. • The reader frequently has difficulty following the order of the writing. • Ideas, paragraphs, and sentences are either not tied together effectively or connecting words and phrases are overused. • The reader is confused by details that don't fit where they are placed. 	<p>1 The writing is difficult to follow. The reader has to re-read often and may still be confused.</p> <ul style="list-style-type: none"> • There is no clear sense of a beginning or ending. • Ideas and details are not tied together. They often seem out of order or as if they do not fit.

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VOICE

Sounding like a real person coming through the writing

<p>6 The writer shows deep involvement with the topic. The writer skillfully matches the way the message sounds with the purpose and audience.</p> <ul style="list-style-type: none"> • The writer has an exceptional ability to speak to the reader. • The writer communicates effectively according to purpose and audience (writing is either close or distant, as appropriate). • The writing shows originality, liveliness, honesty, humor, suspense and/or use of outside resources, as appropriate. 	<p>5 The writer shows strong involvement with the topic. The reader can picture the writer behind the words. The writer effectively matches the way the message sounds with the purpose and audience.</p> <ul style="list-style-type: none"> • It is clear the writer is speaking directly to the reader. • The writing effectively matches the role of the writer; depending on the purpose and audience, the writing is either close or distant. • The paper shows originality, liveliness, honesty, humor, suspense and/or use of outside resources, as appropriate. 	<p>4 The writer is involved with the topic. The reader can tell who the writer is behind the words. The message sounds like it matches the purpose and the audience.</p> <ul style="list-style-type: none"> • The writer speaks to the reader in ways that connect the writer with the reader. • The writing sounds like the role the writer is playing; it matches the purpose and audience. • The paper shows some characteristics such as originality, liveliness, honesty, humor, suspense and/or use of outside resources, but their use may not be appropriate.
<p>3 The writer is not always very involved with the topic. The reader gets hints of who the writer is behind the words. The writer begins to match the way the message sounds with the purpose and the audience.</p> <ul style="list-style-type: none"> • The reader often feels out of touch with the topic and the writer. • The writer's connection between how the message sounds and the purpose or audience is unclear (voice is too close or too distant to be effective). • The writer gets the message across, but only in a routine sort of way. 	<p>2 The writer shows little involvement with the topic, purpose or audience.</p> <ul style="list-style-type: none"> • The writing lacks a purpose and an interaction between writer and reader. • The writing is likely to be overly informal and personal. • The writing is largely flat, lifeless and uninteresting. 	<p>1 The writer seems to make no effort to deal with the topic, purpose or audience in an interesting way.</p> <ul style="list-style-type: none"> • The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else. Perhaps the writer misunderstood the assignment or may not have cared about saying anything serious, important or interesting. • The writing is flat, lifeless and uninteresting.

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WORD CHOICE

Choosing words carefully to create a picture in the reader's mind

<p>6 The writer thoughtfully chooses words that make the message unusually clear and interesting.</p> <ul style="list-style-type: none"> Words are accurate, strong, specific and powerful; they create clear pictures in the reader's mind. Vocabulary is striking and varied but natural and not overdone. Both original expressions and everyday words are used successfully and in unusual ways. 	<p>5 The writer thoughtfully chooses words that make the message clear and interesting.</p> <ul style="list-style-type: none"> Words are accurate and specific; they are used in places that help create a picture in the reader's mind. The writer uses a wide variety of words effectively (seems natural and not overdone). Experiments with challenging words are successful, or everyday words may be used in a new, interesting way. 	<p>4 The writer chooses words that help make the message clear.</p> <ul style="list-style-type: none"> The words communicate the main idea, but may not paint a picture in the reader's mind. The writer uses a variety of words that seem to fit. The writing shows some experimentation with new words or everyday words being used in new ways.
<p>3 The writer uses words that get the message across, but only in an ordinary way.</p> <ul style="list-style-type: none"> The words communicate the main idea, but it seems that the writer settles for just any word or phrase rather than what might work best. Some words and/or expressions may be overused. The writer may attempt to use a variety of words, but some do not fit. The writing shows little experimentation with new words or everyday words being used in new ways. 	<p>2 The writer uses words that take away from the meaning and impact of the writing.</p> <ul style="list-style-type: none"> The writer repeats words. Use of worn expressions begins to detract from the message. Words are not specific or colorful and do not create clear pictures for the reader. 	<p>1 The writer has a difficult time finding the right words.</p> <ul style="list-style-type: none"> The writer may repeat words or phrases over and over again. No new words seem to be attempted. Words do not fit or seem confusing to the reader. Pictures are not clear in the reader's mind.

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SENTENCE FLUENCY

Creating sentences which make sense and sound like they fit together when read aloud

<p>6 Sentences are carefully crafted; they flow smoothly and effectively with a natural rhythm.</p> <ul style="list-style-type: none"> • The writing is natural and easy to read aloud. • Sentences have an extensive variety of lengths, beginnings, and patterns. They fit together effectively and add interest to the text. • The writer uses both simple and complex sentences effectively and creatively. • Fragments, if used at all, work well. Dialogue, if used, sounds natural and strengthens the writing. 	<p>5 Sentences are carefully crafted and flow smoothly with a natural rhythm from one to the next. The writing is easy to read aloud and understand.</p> <ul style="list-style-type: none"> • The writing sounds natural, is easy to read aloud and is well paced (it's long when it should be long or short and concise when it needs to be). • Sentences have a variety of lengths, beginnings, and patterns, which fit effectively together. • The writer uses simple and complex sentences effectively and creatively. • Fragments, if used, work well. Dialogue, if used, sounds natural and strengthens the writing. 	<p>4 Sentences make sense and flow from one to the other. The writing is easy to read aloud.</p> <ul style="list-style-type: none"> • The writing sounds natural and is easy to read aloud. • Sentences have a variety of lengths, beginnings, and patterns. • The writer uses both simple and complex sentences with stronger control of simple sentences. • Fragments, if used, work. Dialogue, if used, sounds natural most of the time.
<p>3 Most sentences are understandable but not very smooth.</p> <ul style="list-style-type: none"> • The reader may have to re-read sometimes to follow the meaning. Some sentences drag on or are too choppy. • Although some variety is found, the writer may start several sentences the same way, or several sentences the same way, or several sentences may be the same length or pattern. • Simple sentences work well, but the writer may have trouble with more complicated sentences. • Fragments, if used, do not work well. Dialogue, if used, may not sound natural. 	<p>2 The sentences that are often choppy or rambling make much of the writing difficult to follow or read aloud.</p> <ul style="list-style-type: none"> • Much of the writing is difficult to follow or read aloud. • Sentence patterns are the same and monotonous. • The writing contains a significant number of awkward, choppy or rambling sentences. 	<p>1 Sentences that are incomplete, rambling or awkward make the writing hard to read and understand.</p> <ul style="list-style-type: none"> • The writer does not seem to understand how words and sentences fit together. Sentences are often confusing. • Writing does not follow sentence patterns people use when they talk. It is hard to read aloud. • The writer may use mostly short, choppy sentences or long, rambling sentences.

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CONVENTIONS

Using correct spelling, capitalization, punctuation, paragraphing and rules of English language

<p>6 Spelling, capitalization, punctuation, paragraphing and usage are effective and make the writing easy to read and understand.</p> <ul style="list-style-type: none"> • Spelling is accurate even on more difficult words. • Capitalization is consistently correct. • Strong effective use of punctuation makes the writing easy to read. • Paragraphs are placed effectively and contribute to the organization of the paper. • Proper use of the rules of English contributes to clarity and style. • The writing shows strong skills in a wide range of conventions making editing largely unnecessary. 	<p>5 Spelling, capitalization, punctuation, paragraphing and usage are correct and make the writing easy to read and understand.</p> <ul style="list-style-type: none"> • Spelling is accurate even on some difficult words. • Capitals are used to begin all sentences, for proper names and titles. • Punctuation is correct and helps the reader understand each sentence. • Paragraphs are placed correctly and effectively. • Subjects and verbs go together and the writing shows several examples of proper use of the rules of English. • The writer shows strong and correct use of a variety of conventions with little need for editing. 	<p>4 Spelling, capitalization, punctuation, paragraphing, and usage are mostly correct. If there are a few errors, they don't make the paper difficult to read and understand.</p> <ul style="list-style-type: none"> • Spelling is accurate in almost all cases. • Capitals are used to begin all sentences and for almost all proper names and titles. • Ending punctuation is correct. Other punctuation helps the reader understand each sentence. • Paragraphs are placed correctly. • Subjects and verbs go together. • The writer uses a variety of conventions correctly, but some editing is needed.
<p>3 Spelling, capitalization, punctuation, paragraphing and usage show some minor problems. The reader can follow what is being said, but there are enough mistakes that the reader really notices them and may have some difficulty following what the writer is saying.</p> <ul style="list-style-type: none"> • Spelling errors cause the reader to stop and re-read to figure out what is meant. • Capitalization errors begin to be noticeable throughout the writing. • Punctuation errors sometimes make the paper difficult to read. • The writer uses paragraphs, but they may not be placed correctly each time. • Subjects and verbs go together most of the time. • The writer shows basic control of conventions, yet the variety is limited. There is significant need for editing. 	<p>2 There are frequent, significant errors that make it difficult to read the paper.</p> <ul style="list-style-type: none"> • Spelling errors frequently cause the reader to stop and re-read to figure out what is meant. • Capitalization is not consistent or is often incorrect. • Punctuation errors are frequent and make the paper difficult to read. • Paragraphs often run together or are not placed correctly. • Subjects and verbs go together some of the time. • The writing shows little control of conventions, and there is extensive need for revisions and editing. 	<p>1 There are so many errors in spelling, capitalization, punctuation and usage that the reader has a very hard time getting through the paper. Some parts may be impossible to follow or understand.</p> <ul style="list-style-type: none"> • The writer shows little understanding of how or when to use capital letters or punctuation marks. • There are many spelling errors and it may be hard to guess what words are meant. • Subjects and verbs do not go together. • Paragraphs are not used correctly if at all.

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APPENDIX C – TEST-TAKING STRATEGIES

REVIEW

- **Be physically prepared.** Get plenty of rest the night before. On the day of the test, eat a healthy breakfast.
- **Be mentally prepared.** Try to relax and do your best. View the test as an opportunity to truly show what you know and are able to do.
- **Listen to directions** as the teacher explains them. **Ask** about any directions you do not understand.
- **Read the directions carefully.**
- **Look for key words** that will help you identify what the question is asking you to do.
- **Take your time** and work at your own pace. **AIMS is not a timed test**, but you do want to use your time well.
- **Move on** to the next item if you are stuck. **Be sure to return** to it later.
- **Make educated guesses** if you are unsure of an answer. First eliminate choices that are obviously incorrect, then logically select from the remaining choices.
- **Take the time to review your answers** when you are finished. **Re-read** your written responses to check that they are clear.

NOTES